

CHAPTER II THEORETICAL REVIEW

2.1 Theoretical Review

2.1.1 Students' Difficulties

The capacity to read words is necessary for educational excellence, but the ability to interpret words and ideas are more critical (Catts et al., 2016). A small number of studies have explicitly examined the early identification of reading comprehension issues. However, studies focusing on the prediction of language reading ability may be helpful in identifying kids who may have difficulties with reading comprehension. The issue is that throughout teaching and learning activities, pupils make mistakes. It happens when students are perplexed, ignorant of, or unable to understand the material that the teacher has presented. When kids struggle to understand English reading, this is referred to as difficulty. Students in this situation have some problems with the skimming and scanning techniques used to understand printed materials in English.

2.1.2 Definition of Reading

The foundational ability that supports all others, such as writing, speaking, and listening, is reading. Students need to read widely and understand the reading material in order to learn more effectively.

Like in Holy Quran *Al Alaq* verse 1-5:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)
الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning: “*Read: In the Name of your Lord who created (1). Created man from a clot (2). Read: And your Lord is the Most Generous (3). He who taught by the pen (4). Taught man what he never knew (5).*”(Mayasari et al., 2020)

This surah explains the importance of humans in studying knowledge, seeking knowledge, especially through reading. Muslims and Muslim women are required to learn for life, from birth until they die. In this sura, Allah also commands

mankind to be diligent in reading in order to gain knowledge. With the provision of knowledge, humans are able to prove the power and greatness of Allah SWT.

Reading serves as a window of knowledge through which people can learn a great deal of information that they cannot fully learn from other abilities like speaking, listening, or writing. One can assert that one acquires knowledge or information through conversations with people and watching or listening to the radio or television. The amount of information provided won't be as accurate as while reading, though. The reader can discover the reasoning behind something by reading an explanation, synopsis, and comments on the news they read.

Reading itself is one way to gain knowledge. Various knowledge from the past was poured through writing. Through the function of reading, namely to increase this, also explain in the hadith that reads:

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

Meaning: *"Whoever wants the world, let him master knowledge. Whoever wants the hereafter should master knowledge, and whoever wants both (the world and the hereafter) should master knowledge"* (HR Ahmad).

The hadith above explain that the key to achieving happiness in this world and in the hereafter can be obtained by learning, especially reading, to get more extensive information.

And another hadith also explain about to get the knowledge, the hadith that reads:

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تَعَلَّمُوا الْعِلْمَ وَتَعَلَّمُوا لِلْعِلْمِ السَّكِينَةَ وَالْوَقَارَ وَتَوَاضَعُوا لِمَنْ تَتَعَلَّمُونَ مِنْهُ

Meaning: *"Learn knowledge for peace and tranquility and low ffer towards the people you learn from."* (HR Thabrani).

The hadith above explain that the key to achieving happiness and peace in this world and in the hereafter can be obtained by learning, especially reading, to get more extensive information.

According to (Qrquez & Rashid, 2017) reading is essential to our educational, occupational, recreational, and social lives. For social and economic advancement, reading is highly esteemed and crucial. According to (Strong et al., 2018) The process of learning to read normally starts in the first language (L1) around the beginning of formal education, with a very high percentage of the population succeeding in the task. Understanding written language and written symbols is the process of reading. It involves numerous cognitive functions, including as motivation, fluency, understanding, and word recognition. But reading is not simple. Reading is an active process that requires a great deal of practice and skill understand what they are attempting to say (Kendeou et al., 2014)

One must visually scan a phrase's individual words, recognize and access their phonological, orthographic, and semantic representations, and then connect the various representations to develop an understanding of the sentence's fundamental meaning. Similarly, in order to build a coherent mental picture of the text (if all goes according to plan), the reader must process and connect many concept units in addition to understanding the book as a whole. (Rayner et al., 2016)

2.1.3 Reading Comprehension

Reading comprehension is a vital skill that helps students enhance their various academic assignment It aids people in understanding written information, analysis, justification, and communication of their own views. Students should master a strong reading comprehension in order to cope with the academic demands made on them by their instructors. The main goal of reading comprehension is to help kids develop their understanding and reading abilities so they may become proficient readers. (Gilakjani & Sabouri, 2016)

Reading comprehension is essential for both academic and professional success. It also helps you understand the material. Examples include SMS, email, social networks, and even our own social lives. Having sufficient cognitive capacity is necessary for reading comprehension. Of course, each reader must be able to distinguish each reading in terms of decoding the text's words. The ability to

understand ordinary language will also be necessary for effective reading comprehension. A person needs to be able to read comprehension in order to learn knowledge from written material. If we read the text in Indonesian, it won't be difficult for us to have this capacity; if we read the material in a language other than Indonesian, it might be a little more challenging. For instance, if you want to comprehend the English reading material, you must be proficient in the English language.

Language comprehension comprises more than just comprehending words; it also requires participation in the material in order to create a mental image. Successful comprehension requires the synchronization of skills at several levels in order to extract and construct meaning. The extent to which the language is full affects how difficult a reading is. The use of language in formal and informal contexts, which has different forms and uses, is the main difference between the two. Daily chat was initially employed to carry out daily tasks and communicate personal information.

The researcher draws the conclusion from the previous explanation that reading comprehension is the process of understanding the content as well as all information about the subject in the text. Students actually struggle to read an English text since it is a foreign language. Because they have trouble thinking clearly and deciphering words and sentences, many readers find it difficult to understand the author's meaning. As a result, the reader needs focus while reading the text in order to comprehend the author's point.

2.1.4 Difficulties in Reading Comprehension

a. Difficulties in Reading Comprehension

According to (Rayner et al., 2016), "as reading requirements increase and become more extensive, difficulty with reading can have an increasingly detrimental effect on the students' schoolwork and tertiary education." It will have an impact on their academic performance if the pupils have trouble understanding the content. In the future, they will have

trouble understanding the texts. English will also not be received well by the students.

Pertaining to (Ronimus et al., 2020) , says that the source of error difficulty can be divided into two kinds:

1. Interlingual Difficulty

This kind of problem is sometimes caused by interference from the students' native tongue. Due to the distinctions between first and second languages, potential interference can be anticipated in part. Due to the influence of their mother tongue, language learners make mistakes in the target language.

2. Intralingual Difficulty

This kind of difficulty reflects the grammar-related features of learning rules. Due to their limited proficiency in the target language and their difficulty using it, students run the risk of making mistakes when speaking it.

According to the aforementioned remark, comprehension might be hampered by both intralingual and interlingual issues. In this instance, there are intralingual difficulties among the students of Junior High School of MTs Al-Barakah. The children' limited vocabulary caused them to have issues with grammar.

2.1.5 The Types of Students Difficulties in Reading

Different things can contribute to comprehension issues. Both inherent and extrinsic variables could be to blame. Students who struggle with comprehension find it challenging to complete a reading passages activity in an exam. The following are some of the causes of poor understanding listed by Westwood (2008):

1. Difficulty in Vocabullary

The main factor in conveying meaning is vocabulary. This is so because the texts use a variety of terms, or vocabulary. If a student has

trouble understanding what they are reading, it is important to investigate whether there is a significant discrepancy between their understanding of word meanings and the meanings of the words used in the text.

2. Difficulty in Finding Specific Information

Because they struggle with reading, some kids experience these problems frequently. Students who read quickly or very slowly frequently have trouble understanding. Slow reading often prevents the reader from giving the text's more complex ideas and concepts its full attention, instead limiting cognitive capacity to the low level processing of letters and words. Fast reading, however, may compromise word recognition accuracy and cause you to miss out on crucial information.

Each person has a unique working memory capacity. While reading, the reader must have sufficient memory to process the message. A reader must be able to preserve pertinent information in working memory and create the necessary connections between concepts in order to sustain the meaning of text as sentences and paragraphs add up. The implication of this is that slow readers should be encouraged to read the material again, if required, numerous times, in order to effectively assimilate the information.

3. Difficulty in Finding Main Idea

Usually, during the first meeting, the teacher shares an example from the class text. However, it is preferable to present information in other forms initially, such as videos, posters, short lectures, etc. However, a lot of teachers really use school textbooks directly while introducing theory. It results in the kids' comprehension being poor.

4. Difficulty in Drawing Conclusion

The degree of textual complexity has a significant impact on whether or not material can be understood after reading. Readers find it challenging to process text that is complicated in terms of ideas, vocabulary, phrase

length, and sentence structure. It implies that the kids must read at their own level. For instance, narrative text is taught to eighth graders, and it is also covered in ninth grade. However, the text's level is different.

This contributes to the challenges that usually arise during the teaching and learning process. Actually, as teachers serve as both managers and facilitators in the classroom, kids need a variety of tactics from them. They desperately require reading strategy to improve their understanding. Sadly, there is evidence to suggest that reading is not taught as a thinking activity and that many teachers do not devote much time to teaching their children how to employ comprehension skills.

2.1.6 Narrative Text

a. Definition of Narrative Text

One sort of text that is taught during the third grade in junior high school is narrative text. Students are expected to comprehend the context of narrative texts and determine the story's moral lesson. There are numerous varieties of tale. They may be made up, real, or a blend of the two. They could consist of fairy tales, scary tales, fables, legends, folktales, short stories, etc. The narrative text attempts to discover solutions to difficulties by telling a story with complicated or problematic circumstances. The story or issues that occurred in the past are recounted in narrative texts.

The narrative text, according to (Grenner et al., 2022b), pertains to a series of events, frequently in the form of a story. According (STUDTMANN & SHIELDS, 2022), the aim of a narrative text is to amuse, inspire, arouse emotions, motivate, direct, and teach moral values to the audience. The primary concepts or contents of Orientation, Complication, Resolution, and Reorientation should be found by the students in narrative texts. The students must be familiar with the setting and the participants during orientation. The pupils should then discover that the issues arise in the narrative, adding to the complexity.

Students should be aware of the following elements of reading comprehension as they read the text:

1) Key Concept

(Grenner et al., 2022b) claims that the primary notion is referred to as the theme sentence. It describes the paragraph's content. The main concept, on the other hand, refers to the significant ideas that the author develops throughout the paragraph and which occasionally appear in key phrases and explicit or implicit messages.

2) Language Qualities

The text's grammatical structure is a linguistic property that refers to a language's rules for identifying word similarity. The past tense (dead, intoxicated, etc.), time adverbs (once upon a time, one day, etc.), time conjunctions (the story is lively (Snow White said, when, then, suddenly, etc.), distinct characters, and action verbs are utilized as linguistic features in narrative texts. a verb that expresses activity (e.g., killed, dug, walked). direct language. The purpose of Snow White's "My Name Is Snow White" is to liven up the narrative. Present tense is used in the direct discourse.

3) General Framework

The obligation to order or introduce the character participating in the story, the time and place in the story is a crucial component of all text kinds. (Grenner et al., 2022a). The narrative text can be organized in one of three ways, like this: Orientation: The opening paragraph introduces the main characters of the story. Complication: the context in which the story's issues emerged. Resolution: the point at which the story's issues are resolved. Reorientation/coda: takeaway from the narrative.

4) Bibliography

Reference, according to Lattulipe in Marsiyah (2009), refers to the words or expressions that are utilized in the reading material either before

or after the reference. One requirement for understanding is that the readers be able to name the specific items or things that the author has discussed. A pronoun or noun phrase that alludes to a previous text is referred to as a reference.

5) Moral Principle

One of the ideas that the author is conveying to the reader is the moral worth of narrative writing. Moral value can provide additional context for what the reader has read and is equally intriguing as the text's takeaway message.

The Example of Narrative Text

Fox and a Cat

One day, a fox and a cat were conversing. The fox, a pompous creature, boasted of her intelligence. She said, "Why, I know at least a hundred tricks to get away from our common adversaries, the dogs."

I only know one technique to avoid dogs, the cat remarked. You ought to teach me some of yours, I say.

The fox said airily, "Well, maybe someday, when I have the opportunity, I may teach you a couple of the easier ones.

They suddenly heard a bunch of dogs barking in the distance. The dogs were approaching in their way, and they were barking louder and louder! The cat immediately sprinted to the closest tree and climbed up its branches, which is out of any dog's grasp.

The cat said, "This is the trick I told you about, the only one I know." Which of your 100 techniques are you planning to employ?

The fox pondered which technique to employ as she sat still beneath the tree. The hounds showed up before she could decide. The fox was crushed under their weight and destroyed.

The moral value from the story is a single plan that works is better than a hundred plans in doubt and cocky will bring you to the difficulty.

2.2 Related Studies

Numerous studies have studied how difficult it is for pupils to understand narrative literature. The goal is to understand how students read English-language texts and how teachers instruct their classes. Here are several scholars who have studied, for instance, how to identify flaws in texts;

"An Analysis of Students' Difficulties in Reading Narrative Text at the First Grade of Senior High School 1 Tambang" was the title of the first thesis, which was an action research project conducted in the classroom. The author is Dian Anggraini. It took place in 2017. Purposive sampling was utilized in this study to get the sample. The tenth grade at Senior High School 1 Tambang had two classrooms. Initial MIA and IIS lessons. as an example, MIA 3. The researcher used a test and a questionnaire to gather data. This study's data analysis employed descriptive quantitative methods. According to the results of the test the researcher conducted, students still struggled to recognize the generic structure of narrative texts and the factors that contributed to their struggles with reading them. as background information for learners since the majority of pupils lack understanding of generic structure and prior knowledge about narrative texts. Learners' backgrounds made up 57,67% of all issues, teaching methods made up 16,17%, and the learner's surroundings made up 21,70%. The background of the learners, which accounted for 57,67% of the factors causing reading difficulties in students, was the element that affected reading difficulties in students the least."

The second thesis dealt with a document analysis research strategy and was named "An Analysis of Students' Difficulties in Writing Recount Text at Tenth Grade of SMA N 1 Sungai Limau." Written by State University of Padang student Allieni Harris. It took place in 2016. Purposive sampling was utilized in this study to get the sample. X1 and X3 were the courses. X1 was the sample. Writing a

recount text exam served as the research's instrument. On the basis of certain subjects provided, the students were requested to produce a recount text. Utilizing a recount text scoring rubric as a data analysis technique. The goal of this study was to identify the students' writing abilities and the kinds of challenges they encountered. The purpose of this study was discoverability. students and the many challenges they encountered when producing recount texts. This study was designed to identify student aptitude and the kinds of challenges students encounter while producing recount texts. This study identifies vocabulary deficiencies, intralingual transfer, and interlingual transfer as the main contributors to students' difficulty in producing recount texts. The writer of the test documentation used the test documentation's results. Documentation of the test taken from multiple-choice exams that have ten questions on determining the moral significance of the narrative text that was provided in preliminary research with an English instructor. The writer included 12 questions in the questionnaire for pupils who failed to meet the preliminary criteria for minimal mastery (KKM). The researcher used the questionnaire's criteria to formulate the questions in order to identify the barriers that prevent students from understanding the moral significance of the narrative material.

The third related study, "Comparing Students with and Without Reading Difficulties on Reading Comprehension Assessments: A Meta-Analysis" by Collins et al. (2018), focused on students who had reading difficulties and examined the causes of the diversity in test scores on reading comprehension. This meta-analysis's goal was to determine whether the accomplishment gap between students with reading issues and those who are usually developing varied based on the sort of reading comprehension response given. The author used a number of methods in her research. The accomplishment difference between students with reading challenges and their normally developing classmates oscillates among answer formats, which suggests that using various response formats may induce unpredictability in reading comprehension test scores. The traits of the reader The researcher's findings offer convincing proof of disparities in student outcomes across answer styles and evaluation procedures. Collins' research uses two

characters in sampling with various examples, which sets it apart from the other two studies. On the other hand, I just give one example, which is reading comprehension issues.

The researcher was analyzing the pupils' challenges while using pertinent research by Dian Anggraini and Allieni Harris. The method used to collect the sample was different. The researcher employed simple random sampling, whereas they utilized purposive sampling.



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